

KS5 A-Level Sociology Curriculum Mapping

Year 12						
Term	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)
Topic(s)/ Subjects(s)	Culture and Identity Education	Culture and Identity Education	Culture and Identity Education	Culture and Identity Education	Theory & Methods	Theory & Methods
<p>Knowledge and skills (Content)</p>	<p>These units provide students with an overview of the debates within sociology, including the ideas around conflict and consensus theories.</p> <p>It considers how sociological knowledge and ideas change over time, including those of the key sociological perspectives looking at in sociology; Marxism, feminism, interactionism, and functionalism, along with the key sociologists that correspond with both the Education and Culture & Identity topics.</p> <p>Topics Covered:</p> <p>Students are expected to be familiar with sociological explanations of the following content:</p> <ul style="list-style-type: none"> • different conceptions of culture, including subculture, mass culture, folk culture, high and low culture, popular culture and global culture • the socialisation process and the role of the agencies of socialisation <p>Education: Students are expected to be familiar with sociological explanations of the following content:</p> <ul style="list-style-type: none"> • the role and functions of the education system, including its relationship to the economy and to class structure. 	<p>Students will be able to critically evaluate, compare, and contrast key theories within the context of sociology.</p> <p>It considers how sociological knowledge and ideas change over time, including those of the key sociological perspectives looking at in sociology; Marxism, feminism, interactionism, and functionalists, along with the key sociologists that correspond with both the Education and Culture & Identity topics.</p> <p>Topics covered:</p> <p>Culture and Identity:</p> <ul style="list-style-type: none"> - the self, identity and difference as both socially caused and socially constructed - the relationship of identity to age, disability, ethnicity, gender, nationality, sexuality and social class in contemporary society <p>Education: Students are expected to be familiar with sociological explanations of the following content:</p> <ul style="list-style-type: none"> • the significance of educational policies, including policies of selection, marketisation and privatisation, and policies to achieve greater 	<p>This unit look at functions of the education system. This includes the roles and function of education, the relationship between education and capitalism, educational achievement, processes within schools</p> <p>Students will be able to explain the factors affecting education achievement and use the work of Halsey on class-based inequalities and Ball on parents' choice and competition.</p> <p>Students will be able to explain the different processes in school that may affect educational achievement, including the work of Ball on teacher expectations and Willis on the creation of counter school cultures.</p> <p>Topics covered</p> <p>Culture and Identity:</p> <ul style="list-style-type: none"> - Consensus v conflict theories - Classical sociologists; Marx, Durkheim and Weber - Sociological perspectives: Functionalism, feminism, interactionism and Marxism - Sociological research methods in context <p>Education: Students are expected to be</p>	<p>Students will be introduced to the construct of identity in more detail. This will include studies from different sociological perspectives that focus on how identity is shaped based on gender, ethnicity, social class and age.</p> <p>Topics Covered:</p> <ul style="list-style-type: none"> - the self, identity and difference as both socially caused and socially constructed - the relationship of identity to age, disability, ethnicity, gender, nationality, sexuality and social class in contemporary society <p>Education: Students are expected to be familiar with sociological explanations of the following content:</p> <ul style="list-style-type: none"> - differential educational achievement of social groups by social class, gender and ethnicity in contemporary society - relationships and processes within schools, with particular reference to teacher/pupil relationships, pupil identities and subcultures, the hidden curriculum, 	<p>The final section of Culture & Identity will focus on the power of consumption, the workplace and globalisation. Students will investigate theory based around how the global market has impact our cultures and identities.</p> <p>Topics covered:</p> <ul style="list-style-type: none"> - the relationship of identity to production, consumption and globalisation. <p>Students are introduced to the research methods that sociologists use to collect data / find out about society. Here they can draw on some of the methods used in key studies that have already been covered in Education and C&I to aid their understanding:</p> <ul style="list-style-type: none"> - quantitative and qualitative methods of research; research design - sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics - the distinction between primary and secondary data, and between quantitative and qualitative data - the relationship between positivism, interpretivism and sociological methods; 	<p>Students then study the more demanding stand alone sociological theory and some of the theoretical and methodological debates in more depth, linking back to and applying the work done in previous topics to give the more abstract theory something to hang on – this comes full circle then from the start of Year 12 where students should be able to see the interconnections:</p> <ul style="list-style-type: none"> - consensus, conflict, structural and social action theories - the concepts of modernity and post-modernity in relation to sociological theory - the nature of science and the extent to which Sociology can be regarded as scientific - the relationship between theory and methods <p>Continue to practice MIC questions</p>

	<p>This is essentially theories of Education – each theory is introduced but then applied to the study of Education.</p> <p>Students are introduced to key sociological concepts and debates that underpin the rest of the topic and course generally – these will be explored, recapped and applied to all subsequent topics</p> <p>Topics covered: Overview of theoretical and methodological approaches generally (Positivism vs Interpretivism; Quantitative vs Qualitative; Macro vs Micro; Structural vs Social Action; Consensus vs Conflict). Theories – Functionalism (and application to Education); New Right (with an exploration of the political spectrum, important as some students know little about this and applied to Education); Marxism (and applied to Education); Feminist ideas on Education. This prepares students for debates in all future topics.</p> <p>Teaching of skills - how to approach 4 / 6 / 10 and 30 mark questions including PEACE paragraphs to aid evaluative writing skills</p>	<p>equality of opportunity or outcome, for an understanding of the structure, role, impact and experience of and access to education; the impact of globalisation on educational policy which provides the context for the next topic on class, gender and ethnicity and relationships and process within schools.</p> <p>Students, via a time line of political change and reform, explore educational policies pre 1870 / 1870 / 1880 / 1944 and the Tripartite system / introduction of the Comprehensive system from 1965 onwards / 1988 Education reform Act / 1997 New Labour policies / 2010 – Coalition policies / 2015 to present day – Conservative policies. This was introduced simply in AT1 and is developed in more depth here as understanding of the subject has developed.</p> <p>The more complex topic of Policies is explored within the context of theories already covered and discussed with regard to the aims of the policies under 4 broad headings: Policies with the aim of introducing / continuing marketization / policies that address inequalities in terms of class, gender and ethnicity / Privatisation policies (linking to marketization) / policies that are related to Globalisation.</p> <p>Exam Skills and Revision preparation continue to be covered.</p>	<p>familiar with sociological explanations of the following content:</p> <ul style="list-style-type: none"> - differential educational achievement of social groups by social class, gender and ethnicity in contemporary society - relationships and processes within schools, with particular reference to teacher/pupil relationships, pupil identities and subcultures, the hidden curriculum, and the organisation of teaching and learning <p>Class and Ethnicity are covered in this half term, covering factors which affect the educational achievement of both groups. External factors including cultural and material deprivation, as well as cultural capital are covered; internal, in-school factors are also covered including teacher labelling, subcultures, ethnocentric curriculum and teacher and institutional racism. Students explore which of these factors may be more relevant in underachievement. This weighing up of key factors continues the development of key evaluative and analytical skills. Application of policies and theories already covered is crucial to understanding the key content covered in this term</p>	<p>and the organisation of teaching and learning</p> <ul style="list-style-type: none"> - Gender and achievement and gender and subject choice are covered in this half term - Preparation for Progress examinations <p>Gender is covered in this half term, covering factors which affect the educational achievement of both groups. External factors including the impact of changes in the workplace, socialisation, impact of Feminism; internal, in-school factors are also covered including teacher labelling, subcultures, gendered curriculum and resources and teacher and institutional racism. Students explore which of these factors may be more relevant in underachievement. This weighing up of key factors continues the development of key evaluative and analytical skills. Again and understanding of policies and theory is crucial to and in depth understanding of debates relating to gender.</p>	<p>the nature of ‘social facts’</p> <ul style="list-style-type: none"> - the theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research <p>Students then apply the methods to the study of education via the methods in context topic. They are introduced to how to answer the MIC questions - this is something that has to continue to be built upon throughout the course</p>	
<p>Assessment</p>	<p>End of topic assessment - Internally assessed:</p> <p>Education – Theories</p> <p>Ongoing formative assessment - 4/6/10/30 mark questions</p>	<p>End of topic assessment – internally assessed: Education - policies</p> <p>Ongoing formative assessment - 4/6/10/30 mark questions</p> <p>Lesson by Lesson Recall Testing</p>	<p>End of topic assessment Internally assessed: Education - class and ethnicity (internal and external factors affecting achievement)</p> <p>Lesson by Lesson Recall Testing</p>	<p>End of topic assessment - Internally assessed:</p> <p>Education - gender (internal and external factors affecting achievement)</p> <p>Lesson by Lesson Recall Testing</p>	<p>Progress Exams – Paper 1 and Paper 2: Education and Culture and Identity</p> <p>Internal ongoing formative assessments on MIC</p> <p>Lesson by Lesson Recall Testing</p>	<p>Formative assessments - internally assessed - MIC questions and Methods questions</p> <p>Lesson By Lesson Recall Testing</p>

	Lesson by Lesson Recall Testing		Ongoing formative assessment - 4/6/10/30 mark questions			
Cross Curricular Links	R.E (Ethics) English (Extended writing, formulating an argument, comprehension, debating skills)	R.E (Ethics) English (Extended writing, formulating an argument, comprehension, debating skills) Politics and History – political ideology and historical educational policy in the UK (Conservative, Labour, Liberal etc)	R.E (Ethics) English (Extended writing, formulating an argument, comprehension, debating skills)	R.E (Ethics) English (Extended writing, formulating an argument, comprehension, debating skills)	Maths (Analyzing data, correlating data, reading data) R.E (Ethics) English (Extended writing, formulating an argument, comprehension, debating skills) Links to Psychology / HSC / Business – Research Methods	Maths (Analyzing data, correlating data, reading data) R.E (Ethics) English (Extended writing, formulating an argument, comprehension, debating skills) Links to Psychology – Sociology as a Science debate covers similar arguments and thinkers to the psychology as a science debate
SMSC, British Values, Cultural Capital	Democracy, individual liberty, mutual respect, tolerance of difference faiths and beliefs Exploration of cultural capital and impact	Democracy, individual liberty, mutual respect, tolerance of difference faiths and beliefs Exploration of cultural capital and impact	Democracy, individual liberty, mutual respect, tolerance of difference faiths and beliefs Exploration of Cultural Capital and impact	Democracy, individual liberty, mutual respect, tolerance of difference faiths and beliefs	Democracy, individual liberty, mutual respect, tolerance of difference faiths and beliefs	Democracy, individual liberty, mutual respect, tolerance of difference faiths and beliefs
CEIAG	Careers: Academic researchers in the social sciences field Understanding of the importance of work and learning of skills to the economy / Discussion of positive contributions of workers to the economy and of the issues relating to exploitation at work - surplus labour value	Careers: Exploration of the Political spectrum and the work of sociologists as influencers of political policy	Careers: Academic researchers in the social sciences field Exploration of the impact of the teaching profession, careers advisers and policy makers on children’s lives, aspirations and achievement	Careers: Academic researchers in the social sciences field Exploration of the impact of the teaching profession Careers advisers and policy makers on children’s lives, aspirations and achievement	Careers: Exploration of what influences the choices of topic and methods chosen by sociologists	Careers: Exploration of the work of sociologists and what drives their research questions and aims, including the compromises that may be made to please paymasters
Learning outside the classroom	Academic speakers – Local universities	Academic speakers – Local universities	Social worker – outside speaker	Workshop – local university		Trip to International Slavery Museum, Liverpool
Additional Subject Specific Information		British Sociological Association				

Year 13						
Term	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)
Topic(s)/ Subjects(s)	Theory and Methods continued Crime and Deviance Paper 3	Crime and Deviance Paper 3	Crime and Deviance Paper 3 & Beliefs in Society Paper 2	Beliefs in Society Paper 2	Revision & exams	
Knowledge and skills (Content)	<p>Theory and Methods:</p> <ul style="list-style-type: none"> - debates about subjectivity, objectivity and value freedom - the relationship between Sociology and social policy. <p>These topics serve as a recap on and help to consolidate learning before the Summer on the Sociology as a Science debate. It introduces key evaluative content that is crucial to accessing the top marks as the focus on the A level exam is increased. Whilst these are stand alone topics they can also be threaded through all other topics.</p> <p>Crime and Deviance:</p> <p>This topic provides learners with a broad and in-depth knowledge base providing the opportunity to explore explanations behind crime and deviance.</p> <p>Covered this half term:</p> <ul style="list-style-type: none"> • Crime, deviance, social order and social control <p>This includes this includes a recap on theory generally and then application to crime, covering theories of the theories of Functionalism, Subcultural theories, Matza. This familiarity if theory eases students into Year 13 and the topic of crime but is still sufficiently challenging to fit with the increased demands of the second year of A Levels, especially as students are required to bring in the more complex theoretical debates into their written work learned from the Theory and Methods topic.</p>	<p>Crime and Deviance:</p> <p>This topic provides learners with a broad and in-depth knowledge base providing the opportunity to explore explanations behind crime and deviance.</p> <p>Covered this half term:</p> <ul style="list-style-type: none"> • Crime, deviance, social order and social control <p>This includes this includes a recap on theory generally and then application to crime, covering the theories of Labelling theory, Marxism (traditional, Neo-Marxism), Realist theories (Left and Right), Postmodernism.</p> <p>These theories tie into the more current debates in the Crime and Deviance topic such as globalisation, state crime and media and crime which are covered by the other teacher in this half term, helping to reinforce and consolidate knowledge and understanding.</p> <p>The students will be required to apply knowledge and understanding to examination throughout the year, both summative and formative assessment and will continue to practice skills.</p>	<p>Crime and Deviance:</p> <p>This topic provides learners with a broad and in-depth knowledge base providing the opportunity to explore explanations behind crime and deviance.</p> <p>Covered this half term:</p> <ul style="list-style-type: none"> • the social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime <p>This includes learning about which classes, gender, ethnic groups, ages are more likely to commit and become victims of crime, and the application of this knowledge to examination questions. This draws together all strands of the Crime and Deviance topic covered so far e.g theories, punishment etc.</p> <p>The students will be required to apply knowledge and understanding to examination throughout the year, both summative and formative assessment and will continue to practice skill</p> <p>Beliefs in Society:</p> <p>This topic provides learners with a broad and in-depth knowledge base providing the opportunity to explore explanations behind beliefs in society such as religion and science</p> <p>Covered this half term:</p> <ul style="list-style-type: none"> • ideology, science and religion, including both Christian and non-Christian religious traditions 	<p>This topic provides learners with a broad and in-depth knowledge base providing the opportunity to explore explanations behind beliefs in society such as religion and science</p> <ul style="list-style-type: none"> • the relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices, including studying factors such as class, gender, age, ethnicity • the significance of religion and religiosity in the contemporary world, including the nature and extent of secularisation in a global context, and globalisation and the spread of religions <p>An understanding of theory, religious organisations and the relationship between social change and stability is crucial to understanding the last two topics in Beliefs as content covered in ST1 feeds into the explanations of the religiosity of social groups and into the secularisation debate</p>	<p>All content is drawn together, revised and practised in this half term.</p> <p>Students explore, plan and write responses to existing questions and plan other possible questions for every topic to ensure that they are fully prepared for what could come up</p>	

	<p>The students will be required to apply knowledge and understanding to examination throughout the year, both summative and formative assessment and will continue to practice skills.</p>		<ul style="list-style-type: none"> the relationship between social change and social stability, and religious beliefs, practices and organisations – this includes recap on theory generally and then application to religion, covering theories of Functionalism / Neo Functionalism / Marxism / neo-Marxism / Feminism / Max Weber / Postmodernism / religious fundamentalism / globalisation religious organisations, including cults, sects, denominations, churches and New Age movements, and their relationship to religious and spiritual belief and practice <p>Again it is important to start with what the students are familiar with when starting a new topic – they need to see how theories link to Beliefs before bringing them into the other key debates within the topic</p>			
<p>Assessment</p>	<p>End of topic assessment -Theory Methods</p> <p>Ongoing formative assessment - 4/6/10/30 mark questions (Crime – Functionalist and Subcultural Theories) and 20 mark MIC questions to develop skills</p> <p>Lesson by Lesson Recall Testing</p>	<p>Mock Exam – Internally Assessed – Education / Culture and Identity / Theory and Methods / Part of Crime</p> <p>Ongoing formative assessment - 4/6/10/30 mark questions (Crime – Labelling, Marxist theories, Realist Theories) and 20 mark MIC questions to develop skills</p> <p>Lesson by Lesson Recall Testing</p>	<p>End of Topic Assessment – Crime and Deviance</p> <p>Ongoing formative assessment - 4/6/10/30 mark questions (Crime – patterns of criminality and victimisation) and 20 mark MIC questions to develop skills</p> <p>Lesson by Lesson Recall Testing</p> <p>End of topic assessment – Beliefs – Theories of religion / religion as a force for social change and/or Conservative force</p> <p>Ongoing formative assessment - 10/20 mark questions (theories of religion, religious organisations and ideology, religion and science) and 20 mark MIC questions to develop skills</p>	<p>End of topic assessment – Beliefs</p> <p>Ongoing formative assessment - 10/20 mark questions (Beliefs - secularisation and religiosity of different social groups) and 20 mark MIC questions to develop skills</p> <p>Lesson by Lesson Recall Testing</p>	<p>Externally Assessed</p>	

Cross Curricular Links	Psychology – Forensic Psychology Criminology R.E (Ethics) English (Extended writing, formulating an argument, comprehension, debating skills) HSC and Politics – Social Policy	Psychology – Forensic Psychology Criminology R.E (Ethics) English (Extended writing, formulating an argument, comprehension, debating skills)	Psychology – Forensic Psychology Criminology R.E (Ethics) English (Extended writing, formulating an argument, comprehension, debating skills)	R.E (Ethics) English (Extended writing, formulating an argument, comprehension, debating skills)	R.E (Ethics) English (Extended writing, formulating an argument, comprehension, debating skills)	
SMSC, British Values, Cultural Capital	Democracy, individual liberty, mutual respect, tolerance of difference faiths and beliefs	Democracy, individual liberty, mutual respect, tolerance of difference faiths and beliefs	Democracy, individual liberty, mutual respect, tolerance of difference faiths and beliefs	Democracy, individual liberty, mutual respect, tolerance of difference faiths and beliefs	Democracy, individual liberty, mutual respect, tolerance of difference faiths and beliefs	
CEIAG	Careers: Exploration of the work of sociologists and what drives their research questions and aims, including the compromises that may be made to please paymasters Exploration of professions that might contribute to dealing with criminals – police / legal profession / media Legal profession Policing Journalism Prison officer	Careers: Exploration of professions that might contribute to dealing with criminals – police / legal profession / media Legal profession Policing Journalism	Careers: Exploration of professions that might contribute to dealing with criminals – police / legal profession / media	Careers:		
Learning outside the classroom	Shrewsbury Prison Trip.	Criminology Trip to Staffordshire University.				
Additional Subject Specific Information						

Intent

To ensure students achieve they fullest potential in Sociology, students will be formatively assessed once a fortnight through written assessment that includes short questions, extended essays and research methods questions that will embed key elements of the mark schemes.

- Students are given a memory platform at the start of every lesson. Data from assessments will then be used to target students and aim to enhance their development areas though re-teaching lessons and intervention.
- Students data from assessments and mock exams will be analysed to highlight any areas for development e.g. short mark questions, extended writing or research methods/maths.
- Students will be set homework every other lesson which requires them to revisit content from the lessons and practise assessment style questions. This ensures learning is extended further. All homework will be recorded on Satchel One
- Students will be directed to do further reading around the subject by making use of online resources and materials from the library. Extracurricular trips will also be organised to Sociological institutions through contacts gained at subject lead's university.